

Willis G. Tucker

SOME EDUCATIONAL PROBLEMS.

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Introductory Address

TO THE

ELEVENTH LECTURE COURSE

AT THE

Albany College of Pharmacy,

DELIVERED OCTOBER 5, 1891,

BY

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PROFESSOR OF CHEMISTRY.

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ADDRESS.

GENTLEMEN—The course of lectures in the College of Pharmacy has always been opened by the delivery of an introductory address. The custom is, perhaps, a somewhat antiquated one, and I think it might be urged with some reason that it would be "more honored in the breach than the observance," and that the time thus given to formal greetings and generalities might be more profitably spent in beginning the real work of the course; but, be this as it may, it is none the less a real pleasure for me to greet you in the old way this evening, and possibly the observance of the custom may be not entirely devoid of all advantages. It, at least, serves to bring together class and faculty at the beginning of the session, and prepares the way for that free intercourse which should thereafter exist between teacher and pupil; for the time has gone by when the duty of the teacher, in such a school as this, is fulfilled by delivering, and that of the pupil by hearing, formal lectures at stated times. Between them there should be a closer bond of union than the mere existence of such mutual duties implies, for both are engaged in a common pursuit, and should, with common aims and purposes, work side by side in full and hearty sympathy. We hope to feel that you are here, not of necessity nor from caprice, but because you have freely chosen for yourselves this vocation to which you are, in very truth, called, and are therefore prepared to make the most of the opportunities which this school offers you for perfecting yourselves in your chosen profession; and we further hope that you will feel that this faculty desire to aid you in the accomplishment of this end in every way in their power and by the employment of every means which they can command. If, then, this introductory exercise shall bring us at the outset nearer together, and shall serve to establish between us lasting friendly relations, helping us the better to understand each other's aims and needs, the hour thus passed will not have been spent entirely in vain.

We enter, this evening, upon the second decade in the history of this school. Founded in 1881, it began its work of instruction in October of that year, and last year saw the largest class matriculated and graduated which the institution has known. The growth of the school has been steady and its progress most satisfactory. The first class numbered three graduates, and then were graduated classes of ten, thirteen, eight, ten, seventeen, eleven, twenty-two, eighteen, and last year sixty-nine pupils were in attendance, of whom twenty-four received full diplomas, and two others, not having completed their apprenticeship, received certificates of proficiency. The trustees and faculty of the school are, however, not unmindful of the fact that mere increase in the size of its classes does not necessarily imply true growth and real progress, and they have therefore sought, year after year, to strengthen the course by increasing and improving the instruction given. Pharmacy, considered either as a science or an art, is making rapid strides, and it is the earnest desire of those who govern this school that it should keep pace at all times with these advances. It is not so much that every new thing must be taught merely because it *is* new, as that those who teach should be cognizant of what is both new and of real value and in full sympathy with the progressive spirit of the age. Much of the elementary work in such an institution as ours is as far as possible removed from novelty, though none the less of the first importance, and the wise teacher is he who gives to each part of his course the time that its relative importance demands, neither confining himself to the foundation principles in his department nor sacrificing these essentials in a search for novelties with which to entertain his hearers or display his own erudition. Under the circumstances which at present exist, the teacher, in a school like this, labors under some disadvantages. The time at his disposal being limited, owing to the fact that most of his pupils devote a considerable share of their time to service rendered employers, he must restrict his course at many points, and, in addition to this, as they come to him very differently prepared to begin the subject to be studied, he has the greater difficulty in deciding where he may best curtail or condense and where his instruction should be more ample and detailed. Much of this difficulty might be obviated if more time were given to the course and an elementary knowledge of the subjects taught was required of all pupils at entrance, and in this direction our colleges of pharmacy are tending. In the near future, I believe, two or three years will be deemed none too long a time to be devoted exclusively to

college work and a better preparation for the work of the course will be required at entrance, but such changes as these cannot be effected in a day; they must be gradually brought about as the public comes to realize more fully the value of a thorough education in pharmacy. In our own school the number of hours occupied by lectures or laboratory work is more than twice what it was during the first few years of its existence, and yet we feel that were it doubled again the time would still be insufficient for the work to be accomplished. During the past summer the pharmaceutical laboratory has been refitted and admirably arranged, and I trust that the improvements which have been made will meet your approval. The courses to be pursued by both senior and junior classes have been systematically planned, and we feel confident that they will prove both profitable and satisfactory and that the laboratory work of the college in the departments of pharmacy and chemistry will be more thorough, practical and in all respects more valuable than ever before. We expect still further to enlarge and strengthen our course from year to year, increasing the number of lectures, recitations and hours spent in laboratory work, and if we are encouraged in so doing by the support of those interested or engaged in pharmacy, we can, ere long, remedy many of the present imperfections of our course. And by this you will understand me to mean the course as given in most of our colleges of pharmacy to-day—a course not long enough nor thorough enough to satisfy those who desire to see pharmacy raised to a higher level than it occupies at present among the sciences, though I would by no means be understood as implying that it is too brief or superficial to be of real value, for such certainly is not the case. With all its imperfections and limitations it is yet fairly well adapted to present legal requirements and the demands of the public; is vastly better in many respects than that given in our schools ten years ago, and is one which, if diligently pursued, must be of great value to the student. And, when all is said, what course can be of value to any pupil who does not apply himself with diligence to its prosecution? Often as I have emphasized the fact, I am again constrained to reiterate that teachers and books, no less than the most elaborate apparatus for imparting instruction, are useless to him who will not devote himself with assiduity to the acquisition of knowledge. No external equipment, no mere possession of titles or degrees, can make a learned man. Personal effort and natural capacity are more than school or teacher. “A man that is young in years may be old in hours,” says Bacon, “if he have lost no

time." Treasure these golden words, and remember that success in life, worthy of the name, is chiefly dependent upon individual effort.

It has long seemed to me that many of our ideas concerning educational methods and the management of our schools and higher institutions need decided modification, and I ask you this evening to consider briefly with me some of these educational problems. Wide differences of opinion among educated men and educators of course exist, and during the last few years we have seen the value of the present college course, as a preparation for the after-work of life, again and again called in question, and yet I think it must be admitted that the great majority of educated men, so called, meaning chiefly those who have pursued higher courses of collegiate instruction, hold very conservative views as to the value of such courses, the management of our schools and colleges and the methods employed in teaching. Sentiment and tradition have influenced us in too great a measure; a disposition to take as our model, in a new and growing country, the educational methods long pursued in older lands with different institutions and social orders, and an indisposition to adapt our system to the real needs of our own time and our own people, have had much to do with some of our failures in education. But these factors, however important, have by no means been the only influences which have been at work. So rapidly has our population grown that in some cases our high schools and colleges have become little else than great instruction mills for grinding out at wholesale men and women all of much the same grade of intellectual fineness. We need some method by which the individual capacities and peculiar needs of each pupil may be earlier distinguished, so that the course of study may be adapted to the pupil, rather than that the pupil should be conformed to the methods and the curriculum of the institution in which, very often, chance or the desire of others has placed him. It is true that the young pupil often does not know his own needs, and is by no means always the best judge as to the studies which he should pursue, but, nevertheless, I think that at an earlier day those studies which are related to the business or profession which he proposes to follow should be selected by him or for him. My experience has been that those boys who at an early age show a decided liking and aptitude for a particular calling succeed best in after life. Such boys often educate themselves largely, and easily acquire a knowledge of those subjects which are congenial to them, for, say what you will about the value of disciplinary studies, we profit little by applying ourselves to sub-

jects for which we have no liking and which seem useless to us, and as we grow older we find that it is easy to comprehend and remember those things which it is essential for us to know, and easy to forget that which has no bearing on our work. A century ago a man who desired an education might obtain it, in a way, by following a prescribed course of study, but so greatly has knowledge grown that it is no longer possible for any course of study, which the limit of human life admits of pursuing, to impart even a tithe of what is known to-day. To hold fast, then, to ancient traditions, asserting that every educated man must of necessity have acquired just so much Latin, Greek and mathematics, is to adopt an untenable and unreasonable position. The prospective banker or man of business, lawyer, engineer, clergyman, physician or pharmacist, each needs instruction along different lines after the preparatory school has been left behind, and it seems to me irrational to assert that the same mental pabulum should be supplied to each during the most valuable formative period of life. The increase in the number of elective studies in the college curriculum has been a step in the right direction, but it does not go far enough. Much still has to be learned by the average pupil which is relatively of little importance to him, and this is a positive injury in that it entails a loss of invaluable time. My contention is, in part, that too long a time is now required of the student in doing preliminary work. He leaves his academy at eighteen; college at twenty-two or twenty-three; professional school at twenty-six or twenty-seven, and then devotes two or three years more to post-graduate study or foreign travel to "complete his education," when he should have finished this preparatory work long before and been well established in the real business of life, before youthful ardor and enthusiasm had cooled, energies relaxed and ambition ceased to be a powerful incentive to action. I believe that at the present time young men select and enter upon the line of work which is to be theirs for life at too late a day, and I have little hope for the success of a man who at the age of twenty-five is not yet in some sense a producer, by which I do not mean merely a money-maker, though the acquisition of wealth is by no means to be despised, but that he should be doing something more than merely getting ready to do something. The man who at twenty-five is not yet taking care of himself and at least making ready to do his share in adding to the world's knowledge, comfort or wealth, may have certain uses in this complex life of ours, but it is not easy to discern just what these uses are.

Now if it be said that there will always be a certain class of educated men, living by the labor of others, benefiting by their toil and themselves doing no useful thing, I answer that perhaps it may be so, but that I must not be asked to believe that such men are very useful members of society and that our educational institutions should seek to increase their number. They exist, as yet, in large numbers in other lands and by the influence they exert, chiefly through the property they control, constitute a far too important element in the community; but we need no such class in a country founded upon the principles which underlie this government of ours and, I think, we must needs look not only with disfavor, but with something akin to alarm, at any tendencies which in this land threaten to create an educated, indolent and wealthy class; for such a class, when it becomes an important element in the population, will always seek, through the natural selfishness of its members, to put additional burdens upon those less intelligent and fortunate than themselves, for upon their labors such a class depends for the luxuries, even the necessities of life. Within a few days, Mr. Gladstone has warned the House of Lords of the folly of opposing public opinion and measures of reform originating with the people. "I, myself," he says in his Newcastle speech, "in 1860 and 1861, had the felicity or infelicity to be in conflict with the House of Lords. We had a great battle upon the repeal of the paper duties, one of the most difficult and important questions in the whole free trade controversy. You know what the consequences have been in the establishment of a free press, which has done more than any other single cause to educate the country, and to which we mainly owe the vast extension of the franchise which has enabled us to multiply ten-fold those who take part in elections." The English hereditary chamber rests upon an unstable foundation—is liable at any time to be overthrown, and its abolition will not long precede that of the crown. Such meetings as that at Newcastle point plainly to republicanism in the near future in England. At home and abroad, on every side, are signs of coming change. Liberal ideas, socialistic ideas, Christian ideas—call them what you please—are coming to the front more and more. Questions, which a few years ago would have been treated by the press, the pulpit, and the people generally, either with contempt or severest denunciation, now receive respectful consideration in the same quarters; and yet there are many still who, blinded by self-interest, entirely fail to recognize the great changes that are taking place in public sentiment and would shut out, so far as they may,

the new light which is shining more and more brightly in the world. This very summer I met an educated gentleman, American born, the son of a New England teacher of note, who deliberately asserted that universal suffrage was a mistake, our presidential elections a menace to the stability of the government, our institutions a failure and the foundation principles underlying our government too antiquated to last much longer. In his opinion, we needed a standing army, like that of Germany, to put down the uprisings, which he feared, of what he was pleased to call "the people" or "the masses," and he held the opinion that if a president chosen by the people could be replaced by an emperor, of the Czar of Russia type, it would be better for the country, by which I take it he meant that the people on top of the coach, to use Bellamy's phrase, would sit in their places with a greater sense of security. And there are plenty of men, educated men, who hold similar opinions. With sounder teaching in our schools we should have less of this frothy nonsense, I think, and little or none of it were the education of the people more directly under the control of our national government.

This is, perhaps, neither the time nor the place for a discussion of any of those social or economic problems which are forcing themselves upon the attention of thoughtful men to-day, and yet, in a sense, many of these questions are closely related to educational problems and it seems to me that it behooves all educated men to recognize the existence of the tendencies to which we have referred and to do their part to avert the untoward results which may flow from them. If we are desirous that our present social order should be not merely maintained, but improved by the correction of existing abuses and wrongs, rather than that existing wrongs should be righted by a social upheaval, which will bring disaster of all sorts in its train, then we must not close our eyes to these wrongs, but must seek a remedy for them, and, I believe, that in the better education of the people will be found the cure for many ills. Our youth must be thoroughly equipped for the work of life, and the avenues of learning must be opened to the poorest student who is deserving of instruction. It is not so much that we have not at present great colleges and universities with large endowments and extended courses of study, but these are under essentially private control, are hampered by many traditions, and appeal to a limited part of the community only. We need other institutions, or more room in those that we have, for worthy students who are unable to meet the present expenses of higher courses of study. It is true that we have

scholarships and a variety of helps already for indigent students in most of our institutions of learning, but the number thus benefited is comparatively small. Many believe that the needed relief should come through state aid and, for myself, I can see no reason why education by the state should generally stop with the common school and seldom extend beyond the high-school. Is it not possible that the time may come when our national government will control many of our institutions now managed by individuals, corporations, or states, and expend part of the revenue derived by more equitable and reasonable methods of taxation than those which now exist, in establishing and maintaining great universities, with preparatory schools in connection therewith, in which any pupil may obtain education in any department, poverty being no bar to entrance, and capacity and industry being alone necessary to maintain standing. Such a conception may seem visionary to some, but I am fain to believe that to others, to those who hold that the state should be in a greater degree the distributor of the wealth yielded by its natural resources and owes it to its citizens to minimize their burdens and equalize, so far as possible, their advantages and opportunities, such a possibility will seem worth the endeavor to transform into a reality.

We need, then, a sounder common school system throughout our land; a greater uniformity in the methods of imparting rudimentary instruction, and attendance upon school required of all children of proper school age. Without regard to color or nationality; whether in the cotton-growing or the coal-mining regions, in city or country, the children must be educated if we are to expect them to make good citizens. Ignorant foreigners crowd to our shores, and only by educating their children can we hope to make them Americans other than in name only. We need better methods in our high schools and academies; better drill in the fundamental English branches and less of languages and science, music and literature in our lower schools; and I think that a recent editorial writer in one of the New York dailies, commenting upon the public schools of that city, says, with reason, "It is painful to reflect upon the time and tissue, and mental, if not moral, strength, that are wasted upon studies which have no place in the popular curriculum. And it is discouraging to find how small is the foundation of sound and thorough knowledge beneath. * * * What proportion of all our children as they leave the schools forever are able, for instance, to read English aloud with fluency and understanding, and to write it with

simplicity, clearness and ease? We venture to say that one in ten would be a sanguine estimate. And yet not only is there no other single acquisition to be compared with this in utility, but there is no other test of fitness to teach a child so simple, so direct, and so conclusive. This is a broad statement but we believe it will hold good under all circumstances. To read and write in the way we have indicated means good eyes, quick ears, a clear head, a trained voice, delicate perceptions, self possession, and knowledge of many things. We are not afraid of the test, and we earnestly commend it to those who are in large measure responsible for the future well being of this community."

Many reforms then are needed in our preparatory schools, and in our higher institutions the case is not otherwise. In them we need an earlier adaptation of studies to the pupils' needs and less time wasted in the acquisition of a mere smattering of comparatively useless things, and more than all we need great schools where special training in higher branches and technical pursuits may be afforded to all those worthy of advancement, without regard to wealth, influence or position. Could our whole educational system be placed under the control of the national government, instead of being left to states and localities, many of the desired changes might be quickly effected. We might then have common schools throughout our land well taught and of uniform grade; high schools without politics or favoritism; colleges no longer catering to the rich, selecting their presidents with a view to the money they can raise, and making athletics a principal part of their curriculum; and professional schools which should be more than private money-making enterprises. I mean to bring no general and indiscriminating charge against the educational institutions of our country, but I do say that, admirable as our public school system is in some of the states, it is entirely inadequate to the needs of the people in others*; that many of our high-schools and colleges are not so managed as to benefit the community as they might, and that, of our professional schools, many colleges of medicine at least are purely business enterprises, maintained, first, to make money or reputation for those who conduct them and,

* A recent report of the Connecticut State Board of Education gives the result of an exhaustive investigation of the condition of the public schools of New London county, administered under the regulations of the "district" system. It was found that "about two-fifths of the children in school above ten years of age cannot write;" seventy-one schools were considered "utterly inefficient;" one hundred and seven were doing "some good;" fifty-eight were rated as "useful," and only twelve called "efficient." About fifty school-houses in the county were found "unfit for use" and many of the teachers were "untrained and incompetent." That such a deplorable condition of affairs could exist within an hour's ride of Yale College seems almost incredible, and yet in many parts of our eastern states things are no better and in many of the southern states they are much worse.

second, to educate their patrons in the shortest time and with the least trouble.

And the control of our educational institutions would be but one of many advantages which would result from a greater centralization of power in the general government, in which direction, I trust, we are tending, ever remembering that this government is of the people, by the people and for the people, and that if this be so we need not be jealous of the rights of the states nor fearful that individual immunities will be abridged, nor alarmed at the cry of paternalism so often raised, for whatever may have been for the intent of the framers of our constitution, we are to-day first a nation and then a confederation of states, and whatever is best for the individual must be best for the nation. The admirable manner in which the general government collects its duties on imports and internal revenue taxes, manages its postal service and controls the national banking system; the general superiority in brief of our national to our state legislation or municipal management, is, to my thinking, sufficient proof that it may safely be trusted with greater powers, and I could wish that not only our educational system but our railroads, reformatory and penal institutions, asylums for paupers and the insane, together with the inspection of foods and drugs and the protection of life, health and property in a hundred ways might be placed under the direct control of the national government. It is an extraordinary thing that the passing of an arbitrary geographical line should alter the legality, and in a sense the morality of many an act, and with our widely differing laws in our different states citizens are subjected to numberless annoyances and bewildering complications and their natural rights and privileges are frequently hampered and sometimes seriously infringed. Our widely differing divorce, excise and interest laws, and varied legislation relating to the practice of medicine and pharmacy and the conduct of various trades, illustrate my meaning. Why should the pharmacist in one state be required to pass a rigid examination and secure a license before he can pursue his vocation, while in another the veriest ignoramus is allowed to dispense medicines and deal in poisons? Why should one state protect its citizens from ignorant medical practitioners while another places no check upon the charlatan and raises no bar against quackery, and why should one state educate its children efficiently and another provide means so inefficient that a large proportion of its youth grow up in ignorance and consequent vice? These things ought not so to be and I cannot but believe

that the rights of the individual and the well-being of the people at large would be promoted by such an abridgement of state rights and enlargement of national powers as should secure greater uniformity and simplicity in our laws, and especially in those which relate to education and a proper supervision of those professions and occupations which need regulation by the state in order that the public may be protected. The properly educated physician or pharmacist should have the same right to pursue his calling in one state as in another. His credentials should pass anywhere, like a government note, and the only way in which this can be brought about is to affix to these credentials the government stamp of approval.

And this is no novel or revolutionary proposal, for our government has always insured to its citizens certain rights and privileges. It has guaranteed these rights at home, and abroad has protected their persons and their property, and under the constitution it accords to "the citizens of each state" all "privileges and immunities of the citizens of the several states." Why, then, should it not control the education of the people, and especially of those who are to deal with the public as physicians, pharmacists, lawyers and the like who must needs be thoroughly trained before they assume the responsibilities which their callings involve? Should it not, at the very least, test the fitness of such to pursue their callings and set its seal of approval upon those who are competent, by granting licenses which should have a definite value at home and be respected abroad? The holder of an English, German or Italian medical diploma or license possesses credentials which have a definite value, everywhere recognized, but the owner of an American diploma or license, in this or other professions, has something the value of which must be demonstrated, and such credentials are seldom recognized in foreign countries and perhaps not even in an adjoining state. The graduate of West Point or Annapolis is known to have completed a special course of study and training, but the graduate of one of our colleges or professional schools may or may not be an educated man. So fully do we realize the truth of this statement that diplomas are seldom exhibited by their possessors except it be necessary in order to comply with some law, and are not generally considered as being, in themselves, any real evidence of scholarship or special fitness to pursue a particular calling. State legislation has, in some cases, it is true, established grades and added to the value of the diplomas of our schools, but how much better would be the uniform standards and easily determined value of the credentials

which the national government might grant. If to obtain the license of the Board of Pharmacy of the State of New York be a desirable thing, how much better would it be to secure a government license recognized in all the States and respected abroad.

And so also in many other professions and trades, but time will not admit of further consideration of this topic and I wish to say only, in concluding this subject, that a greater centralization of power in this country, a truer nationalism, is in no wise inconsistent with a true socialism. The centralization of which I speak does not mean a centering of power in individuals, nor in the government, as meaning a body of rulers with despotic powers; it does not mean a standing army to awe the people into subjection, nor a naval armament to terrorize weaker powers and vie with greater; it does not mean any kind of imitation of monarchical methods, for these things can never exist in a democracy like ours and are universally abhorred. But it does mean a closer union of the States; a greater uniformity in our laws; enlarged rights, privileges and opportunities for individuals, and a better government by and for the people. Let those who believe that the existing order of things should continue unchanged *because* it exists; that there are no wrongs to be righted, no better methods possible, rest satisfied, but those who hold that much of the existing ignorance, degradation and vice may be ameliorated by education; that abuse of power, whether by individuals or corporations, can be checked, and that in a country like ours a greater number can enjoy the common comforts of life than now possess them, can scarce be expected to feel the same satisfaction.

Doubtless some will be inclined to ask what reason there is to believe that the national government may more safely be trusted with the control of educational and other public affairs, not now in its keeping, than individuals, corporations, cities or states. Those who raise the question will tell us that the government is only the people and not a mystical power superior to human kind, and this is of course true, but the fact must not be lost sight of that in this country the higher the position the better, as a rule, is it filled. As a general truth I think that this proposition will stand and I believe that the permanence of our political system chiefly depends upon it. As a man advances in political life, step by step, he must see to it, if he would rise, that his record is clean. That many of our cities are badly governed, admits of no argument, but our state government is better and our national affairs are managed best of all. I have no sympathy with those who denounce our representatives

at Washington, and our office-holders generally, calling them thieves and swindlers or at the least a horde of hungry politicians, fattening at the public crib. The newspapers are full of such talk and it is in the air all about us, but have those who bring such accusations and utter such sweeping denunciations ever really thought how admirably, all things considered, our national affairs are conducted? Do they remember that defalcations are vastly more frequent in our banks with all their careful management, than in our government offices. Do those who cry out so clamorously for civil-service reform stop to consider how many millions of dollars are collected by our internal-revenue department, dealing chiefly with those who conduct a business into which conscientious scruples little enter, without the loss of a single dollar, and how many thousands of postmasters throughout the country render honest service for one who turns out a thief. Compare for a moment our present telegraphic facilities with the excessive rates, arbitrary regulations and frequent double tolls to points near at hand, with our almost perfect and yet constantly improving postal service, and this comparison alone, it seems to me, ought to remove all doubt as to the desirability of multiplying the functions and increasing the powers of our national government. I hope the time may soon come when it shall control our educational system throughout the land. Even in England free education in the common schools is now an accomplished fact, but the higher institutions are still closed to the great mass of the people. Advances in this country ought to be more rapid. The age in which we live is an age of change. Let us hope that it is an age of evolution of better things and that the near future may see the correction of many of the imperfections which now exist in our educational methods.

To-morrow evening we take up the real work of the course which you have come here to do. Some of you have come to this place for the first time and the occasion marks a real epoch in your lives. For such it is a new departure and no new course in life ought to be entered upon without thoughtful consideration. Is it not a good time to indulge in a little mental stock-taking; a good time for abandoning some habits which may have been hindrances and forming some resolutions as to future action. You are all anxious to succeed, and if you were to ask me what qualities, in my opinion, most contribute to success in life, I should say these three—earnestness, perseverance and sincerity. Unless a man be in earnest little is to be expected of him. Study the lives of inventors, discoverers,



reformers, and you will see that they have all been in dead earnest, as we say. They have put into their work the best that was in them and they have not counted the labor nor the cost. Be in earnest, then, if you would win success. The man who is content to do as well as his neighbor; who looks about for an easy berth where the pay is good and the work is light, is not the manner of man that you should take as a model. There are plenty of such. Do not add to their number. If you have chosen a congenial occupation and feel that you are adapted to it, work at it early and late; strive to excel; aim at the highest mark and never rest satisfied with mediocrity. And if your earnestness be real it will of necessity be linked to perseverance. There are doubtless men, here and there, who hit upon bonanzas, who draw lucky prizes in the lottery of life, but the number of those who are all their lives trying to discover some short cut to wealth and fame is out of all proportion to those who succeed in finding it. Most of us have to work for what we get. The man that wins is the one who enters the race to stay. Do not, then, waste your time and your energies by a fickle devotion to different interests, but stick to your real work whether it be your preparatory work now or the conduct of your business hereafter. And to your earnest devotion to your work add perseverance and sincerity. Some one has said that this word "sincere" comes from the latin *sine cera*, from the practice of filling up flaws in furniture with wax, so that it really means pure, not vamped up. Remember this and do not try to cover up the flaws in your work with some deceptive filler or gloss over your deeds with a thin varnish of pretense. Be honest with yourselves; recognize your own deficiencies and shortcomings and you can the better surmount them, and be sincere, genuine, unaffected in your dealings with others and you will win their confidence and merit their esteem. Real success in life depends upon character, and each man builds his for himself. See to it that you build yours upon a good foundation, and for this you can have no better corner-stone than honest, persevering, earnest effort.



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